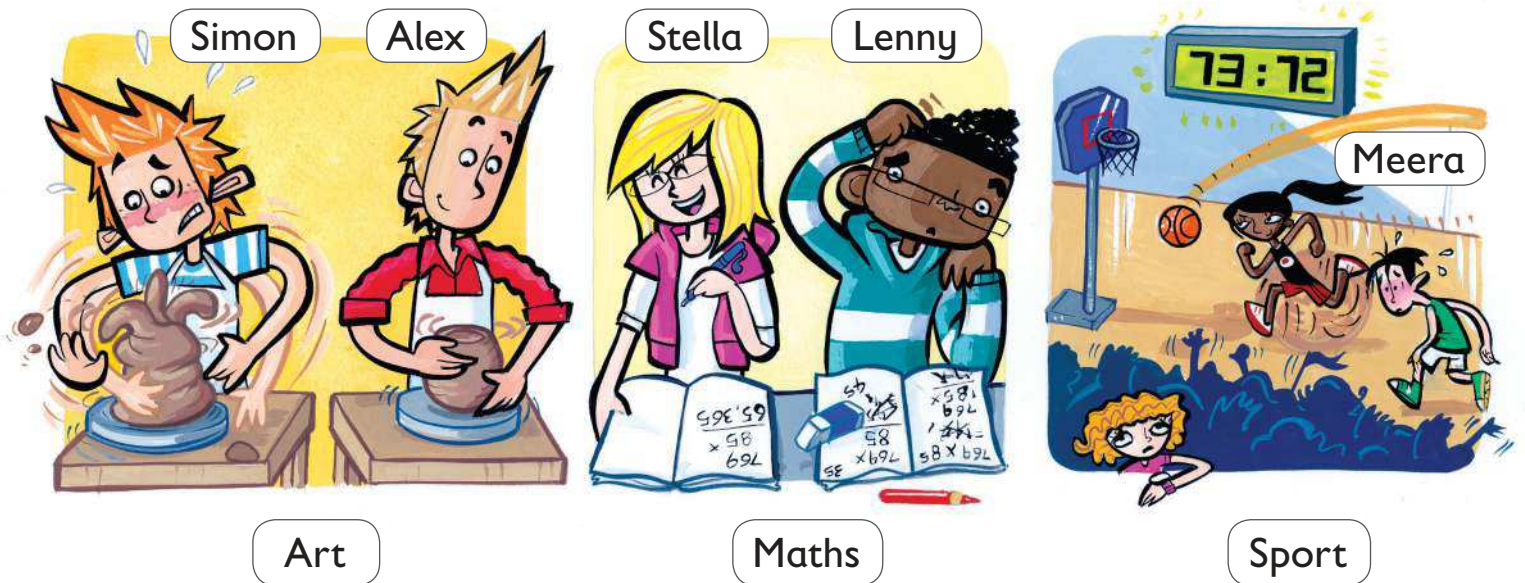


1 Back to school

1 Look, think and answer.

- 1 Where are the children?
- 2 Which class are Alex and Simon in?
- 3 Who likes Maths?
- 4 What's Meera doing?



boring busy careful difficult easy exciting quick slow terrible

2 Listen and check.

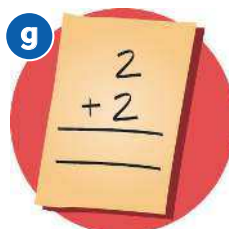


3 Listen and match.



1 Be careful with those glasses, Sally!
 I am being careful!

e



OBJECTIVES: By the end of the lesson, pupils will have used adjectives to talk about school and people's feelings and reactions.

● **TARGET LANGUAGE**

Key language: *boring, brave, quick, exciting, busy, careful, difficult, easy, slow, terrible*

Additional language: *pottery, bowl, grownup*

Revision: school, school subjects

● **MATERIALS REQUIRED**

Character flashcards (Stella (5), Simon (6), Lenny (10),

Alex (11), Meera (12))

Adjective flashcards (15–23)

Warmer

- Ask pupils what subjects they have on their timetable today. Ask which their favourites are. Ask pupils if they have started any new subjects this year. Build a mind map on the board of the school subjects.

PB10. ACTIVITY 1. Look, think and answer.

- Tell pupils to open their Pupil's Book at page 10. Elicit who they can see (Simon and Stella). Introduce Alex, Lenny and Meera using the flashcards. Review all five character names by sticking the flashcards on the board, pointing to the cards in turn and saying, e.g. *Hello, Alex*. Point to the flashcards again. Pupils say *Hello, (name)* for each one.
- Pupils read the activity instruction and the four questions. They discuss their answers / predictions in pairs. Don't give the new vocabulary at this stage.

PB10. ACTIVITY 2. Listen and check.

- Play the CD for pupils to listen and check. Elicit complete sentences.
- Play the first part of the CD (the Art class). Elicit what Simon says (*My bowl's terrible*) and what the narrator says about Alex (*Alex is careful and slow*). Check understanding of the adjectives. Repeat for the other sections.
- Focus pupils on the adjectives in the box in Activity 1. Elicit words that link to them in the listening, e.g. *What's boring?* (basketball). Check understanding of the adjectives as you do the activity.

Key: 1 The children are at school. 2 Alex and Simon are in the Art class. 3 Stella likes Maths. 4 Meera's playing basketball.

CD 1, 09

NARRATOR: Simon and Alex are in their Art class. They're making bowls and they can't stop. They're busy.

SIMON: Oooh. My bowl's terrible!

NARRATOR: Alex is careful and slow. His bowl's good.

NARRATOR: Stella and Lenny are in their Maths lesson. Stella's very happy because she loves Maths and thinks it's easy. Lenny doesn't think Maths is easy. He thinks it's difficult.

LENNY: I can't do this Maths problem. It's difficult.

STELLA: Come on, Lenny. You can do it. It's easy.

NARRATOR: ... It's 73–72. What an exciting game! Meera's got the ball and she's running with it. Meera's quick. The boy's slow.

GIRL: This is really boring. I don't like basketball.

PB10. ACTIVITY 3. Listen and match.

- Focus pupils on Activity 3. Pupils work in pairs and try to do the matching. Play the CD for them to listen and match. Check with the class.

Key: 2 a, 3 f, 4 c, 5 h, 6 g, 7 d, 8 b, 9 i

CD 1, 10

1. Be careful with those glasses, Sally! / I **am** being careful.
2. What was the film like? / It was really boring.
3. What's 397 and 79? / Oh, I don't know. That's difficult.
4. What was the football match like? / It was really exciting!
5. Come on, Mary. Don't be so slow. / I'm not slow!
6. What's 2 and 2? / That's easy. It's 4.
7. Can I talk to you? / No, sorry. I'm busy.
8. The bus is coming. Be quick!
9. The weather's terrible! / Oh, no! Look at our food.

AB10. ACTIVITY 1. Find the words.

- Pre-teach *brave*. Write *brave* on the board and read it aloud for pupils to repeat. Say *Firefighters are brave. They get people out of dangerous places. Can you think of brave people?* (e.g. police officers, climbers, etc.)
- Tell pupils to open their Activity Book at page 10. Check they know what to do. Pupils do the task individually, checking in pairs. Check with the class.

Key:

d	z	e	s	s	b	r	a	v	e	a
i	p	h	c	u	f	b	m	e	v	r
f	w	w	a	r	j	i	m	x	c	e
f	z	a	r	p	j	n	f	c	r	k
i	n	l	e	r	e	s	p	i	n	p
c	q	h	f	i	k	l	q	t	p	e
u	u	b	u	s	y	o	h	i	g	u
l	i	j	l	e	i	w	l	n	f	h
t	c	g	b	o	r	i	n	g	d	k
u	k	r	t	e	r	r	i	b	l	e

AB10. ACTIVITY 2. Look at the pictures. Complete the sentences.

- Focus pupils on Activity 2 and on the activity instructions. Check they realise they need to look at the pictures in Activity 1, using the example. Pupils complete the sentences and then check in pairs. Check with the class.

Key: 2 boring, 3 difficult, 4 careful, 5 terrible, 6 slow, 7 quick, 8 exciting, 9 busy

Extra activities: see page T109 (if time)

Ending the lesson

- Stick the adjective flashcards on the board. Number them 1 to 9. Elicit the words. Say, e.g. *I have a lot to do. I'm very ...* Pupils say the correct number flashcard and the word. Repeat for the other adjectives.

OBJECTIVES: By the end of the lesson, pupils will have written a text about a teacher and completed a questionnaire with a friend.

● **TARGET LANGUAGE**

Key language: adjectives, present simple, descriptions

Revision: comparative adjectives, colours, school subjects, *like, have got, very*

● **MATERIALS REQUIRED**

Adjective flashcards (15–23)

Adjective word cards from *Kid's Box Teacher's Resource Book 4* (page 80)

Optional: *Kid's Box Teacher's Resource Book 4* Unit 1 Reinforcement worksheet 1 (page 16)

Warmer

- Write some school subjects as anagrams on the board. Pupils race to unscramble the words and write them correctly. Take a vote for the pupils' favourite subject.

PBII. ACTIVITY 4. Read and correct the text.

- Tell pupils to open their Pupil's Book at page 11. Focus them on Activity 4 and elicit what they can see (a photograph of a teacher at work and a child's piece of writing about a teacher). Elicit the name of the teacher (Mr Newton) and the subject he teaches (Maths). Ask a pupil to read the activity instruction aloud and check understanding. Do the first one as an example with the class.
- Pupils work individually and unscramble the words. Set three reading questions: *Where is the school? Are his lessons boring? Why do the children like his lessons?* Pupils read to find the answers. Check with the class (in a big city; no, they're exciting; because they're not difficult). Pupils write the corrected text in their notebooks.

Key: busy, slow, boring, exciting, difficult, easy, careful

PBII. ACTIVITY 5. Write about one of your teachers.

- Using the list of subjects from the warmer, help pupils choose a teacher to write about. Make sure it's a teacher they like. Remind them to use the model in Activity 4 to help them and to use the adjectives to talk about the lessons and their work. Monitor pupils as they write their drafts. When you have checked their work, they can write a final version on paper.

PBII. ACTIVITY 6. Read and say their names.

- Focus pupils on Activity 6. Ask a pupil to read the activity instruction and do the first one as an example. In pairs, pupils take turns to read the descriptions aloud and to say the names of the children. Check with the class using open pairs.

Key: 2 Paul, 3 Mary, 4 Daisy, 5 Fred

PBII. ACTIVITY 7. Make sentences for your friend. Say and answer 'true' or 'false.'

- Pupils use the example speech bubble on the left to write four sentences about the children in Activity 6. They include some false information. They take turns to read their sentences and to say *True* or *False*.

ABII. ACTIVITY 3. Complete the questionnaire.

- Tell pupils to open their Activity Book at page 11. Elicit what this is (a questionnaire). Pupils complete it about themselves by ticking the best adjective. They can only tick one in each line.

ABII. ACTIVITY 4. Ask your friend. Write the answers.

- Make new pairs. Pupils take turns to ask and answer and to note the information about their partner.

Extra activities: see page T109 (if time)

Optional activity

- Unit 1 Reinforcement worksheet 1 from *Teacher's Resource Book 4* (pages 15 and 16).

Ending the lesson

- Stick the adjective flashcards and the word cards on the board. Call volunteers to come to the board and match them.
- Pupils group the adjectives according to the number of syllables (do this as a class if necessary).

Key: 1 syllable = quick, slow, 2 syllables = easy, boring, careful, busy 3 syllables = exciting, terrible, difficult

4 Read and correct the text.

My teacher.

This is Mr Newton. He's my Maths teacher.

He works in a school in a big city. He's very sbyu because he's got a lot of work.

There are 28 children in my class. His lessons aren't wols or grinbo, they're very ecgitxin. We like his lessons because they're not ftkudfii. It's yase to learn lots of new things with him.

Mr Newton's very fclareu when he writes, but I'm not!



5 Write about one of your teachers.

6 Read and say their names.



Daisy



Fred



Mary



Johnny



Paul

- This child likes being busy with lots of homework. Johnny
His hair is straight and black and he's got glasses.
- This child loves Art and is careful at painting.
He's got short, brown curly hair.
- The child with straight blonde hair is very brave.
She loves reading to her class!
- This child with glasses thinks Maths is exciting.
Her hair is black and curly.
- This child with short curly blonde hair thinks Music's difficult.

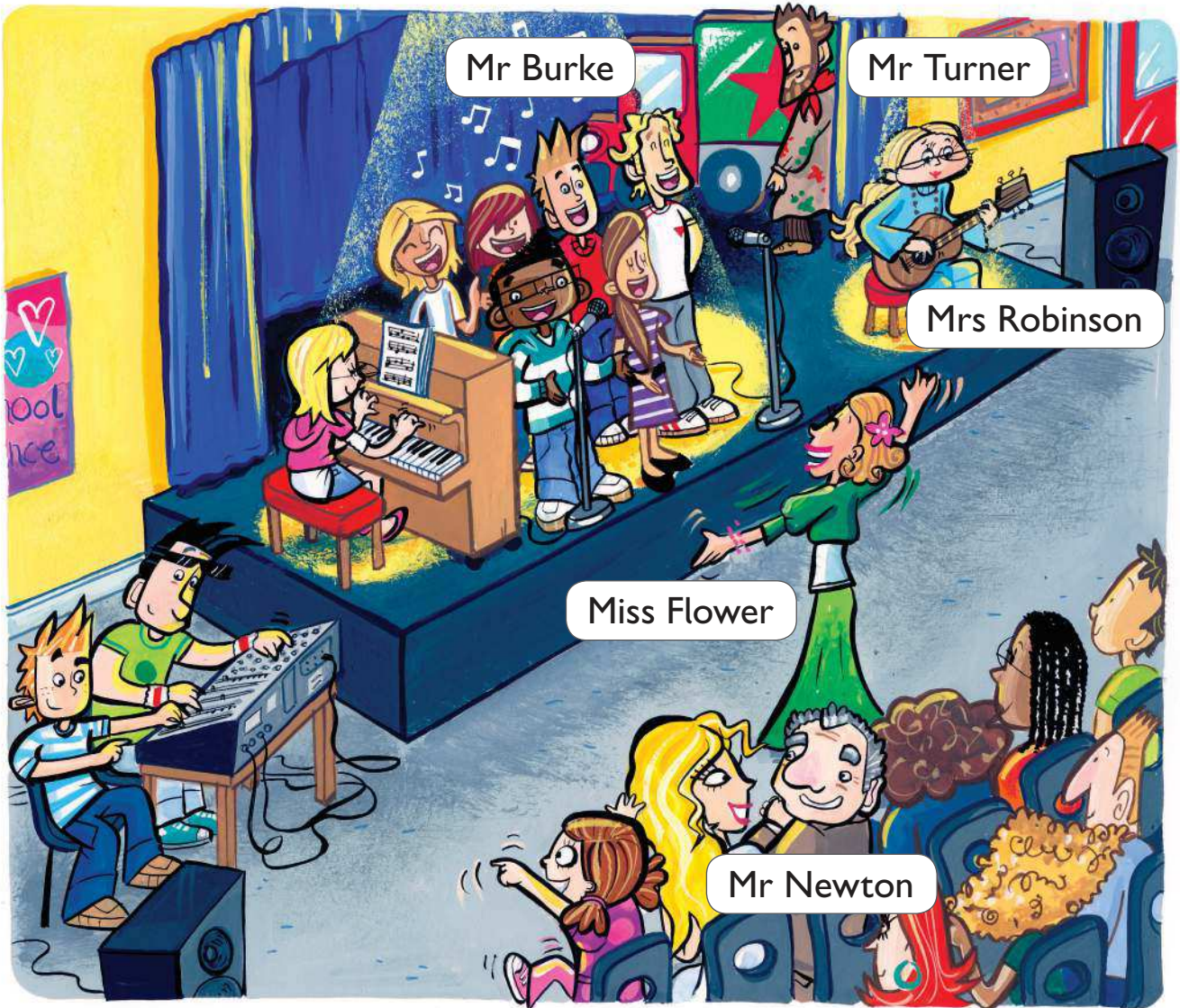
7 Make sentences for your friend. Say and answer 'true' or 'false'.

The child with glasses thinks Maths is boring.

False.

8 Look, think and answer.

- 1 Where are the Star family?
- 2 Who's Mrs Star talking to?
- 3 Who's the Art teacher?
- 4 Who's the Music teacher?



9 Listen and check.
CD1

10 Play the game.

He's the teacher who's talking to Mrs Star.

Mr Newton.

LOOK

She's the woman **who's** wearing the long green skirt.
 He's the man **who's** carrying the lorry.

OBJECTIVES: By the end of the lesson, pupils will have used relative clauses with *who*.

● TARGET LANGUAGE

Key language: relative clauses with *who*, descriptions
Revision: adjectives, school subjects, prepositions, *school show*,
He's / she's called ..., *over there*, *He's / she's the one ...*

● MATERIALS REQUIRED

Warmer: Four large pictures of people (two men, two women) showing clothes / appearance
 Coloured pencils (one set per pupil)
 Optional: *Kid's Box Teacher's Resource Book 4 Unit 1 Reinforcement worksheet 2* (page 17)

Warmer

- Put the four pictures on the board. Number them 1 to 4. Review descriptions by playing a guessing game, e.g. *Who's got long, dark hair? Who's wearing a black jacket? Who's carrying a newspaper?*

PB12. ACTIVITY 8. Look, think and answer.

- Tell pupils to open their Pupil's Books at page 12. Elicit who they can see and where they are. Ask a pupil to read the activity instruction aloud and others to take turns to read the four questions. Pupils compare their answers / predictions in pairs, looking for clues in the picture.

PB12. ACTIVITY 9. Listen and check.

- Play the CD for pupils to listen and check. Elicit complete sentences. Write the teachers' names on the board. Elicit the subject each one teaches and what they're doing. Play the CD again if necessary. Focus on the target structure, e.g. *Mr Burke is the man who's singing. He's the Sports teacher*. Elicit other sentences from pupils. They copy them into their notebooks.

Key: 1 They are at the school show. 2 She's talking to Mr Newton, the Maths teacher. 3 Mr Turner is the Art teacher. 4 Miss Flower is the Music teacher.

CD 1, 11

SIMON: Hey! The school show's really exciting, Dad.

MR STAR: Yes, it is ... and it's good to see your teachers. Who are they all?

SIMON: Well, the man who's talking to Mum is my Maths teacher. He's called Mr Newton.

MR STAR: Right. Is the man who's singing your Music teacher?

SIMON: No, he's Mr Burke, our Sports teacher. Miss Flower's our Music teacher. She's the woman who's wearing the long green skirt. They do the 'After school club'.

MR STAR: The 'After school club'? What's that?

SIMON: It's a new club where we can do lots of exciting things on Thursday afternoons. ... And can you guess who my Art teacher is?

MR STAR: Ooh, Simon, that's difficult. Is it the woman who's playing the guitar?

SIMON: Very funny, Dad. No, that's Mrs Robinson, our English teacher. Our Art teacher's over there. He's the one who's carrying the lorry.

MR STAR: Is his name Mr Strong? Ha ha ha.

SIMON: No, Dad. His name's Mr Turner.

PB12. ACTIVITY 10. Play the game.

- Clean the board. Focus pupils on Activity 10, the Look box and the example speech bubbles. They play the game in pairs. A looks at the picture, and B closes his / her book. A makes statements to test B's memory, as in the example. After one or two minutes, pupils swap roles.

AB12. ACTIVITY 5. Listen and draw lines. Colour. **M** towards

- Tell pupils to open their Activity Book at page 12. Play the CD. Pause after each dialogue for pupils to draw lines. They check in pairs. Play the CD again. Pause after each one to give pupils time to place coloured dots in the right place. Pupils check in pairs. Play the CD a final time. Pause after each one to elicit, e.g. *Paul's the one who's reading a book. He's wearing a red T-shirt ...*

CD 1, 12

1. Who's Mr Edison? / He's the man who's writing on the board. / What's he wearing? / He's wearing a green sweater, grey trousers and blue shoes.
2. Who's Paul? / He's the boy who's reading a book. He's wearing a red T-shirt and blue trousers.
3. Who's Mary? / She's the girl who's got long blonde curly hair. She's wearing a pink dress. She's talking to Peter.
4. Who's Jane? / She's the girl who's drawing a beautiful picture. She's wearing an orange skirt and a purple jacket.
5. Who's Jim? / He's the boy who's sharpening his pencil. He's wearing a brown shirt and grey trousers.

AB12. ACTIVITY 6. Read and circle the correct answer.

- Focus pupils on Activity 6. Pupils work individually and choose the correct words. They check in pairs. Check with the class.

Key: 2 are, 3 who, 4 who, 5 on, 6 who, 7 to, 8 must

Extra activity: see page T109 (if time)

Optional activity

- Unit 1 Reinforcement worksheet 2 from *Teacher's Resource Book 4* (pages 15 and 17).

Ending the lesson

- See if pupils remember the pictures from the Warmer. They say, e.g. *Number 1's the woman who's carrying a handbag. She's wearing red shoes*. Show the pictures to check.

OBJECTIVES: By the end of the lesson, pupils will have had further practice with relative clauses using *who* and sung a song.

● **TARGET LANGUAGE**

Key language: relative clauses with *who*, present continuous question forms

Additional language: *playground*

Revision: relative clauses with *who*, present continuous, actions and activities, clothes, adjectives, school subjects, food and drink

● **MATERIALS REQUIRED**

Extra activity 2: 12 small pieces of paper / card for each group of four

Optional: *Kid's Box Teacher's Resource Book 4* Unit 1 Extension worksheet 1 and / or Song worksheet (pages 18 and 20), *Kid's Box Interactive DVD 4* booklet (pages 28–33)

Warmer

- Write the names of about six pupils on the board and write a piece of unique information about each one, e.g. *He's wearing black trousers. Say Tell me about (name) to elicit, e.g. (Name)'s the boy who's wearing black trousers. Repeat for the other names on the board.*

PB13. ACTIVITY 11. Read and find.

- Tell pupils to open their Pupil's Book at page 13. Elicit what they can see (a playground) and what some of the children are doing. Ask a pupil to read the activity instruction aloud. Check understanding using the example. Pupils work in pairs, taking turns to read the statements and find the child / children in the picture. Check with the class, using open pairs: one pupil reads a statement aloud, and another says the letter.
- Focus on the use of *They're ... who are ...* by eliciting examples in the classroom, e.g. Teacher: *Tell me something about (name) and (name).* Pupils: *They're the girls who are sitting at the front.* Make other similar statements. Pupils then make statements for the class to answer.

Key: 2 f, 3 a, 4 c, 5 e, 6 b

PB13. ACTIVITY 12. Choose a child. Ask and answer.

- Turn the activity into a guessing game. Say *I'm looking at a boy in the picture. Can you guess?* Pupils ask questions as in the speech bubble on the left. Repeat for *girl*. Practise two or three more times. Pupils do the activity in pairs, taking turns to guess.

PB13. ACTIVITY 13. Read and say the letter. Listen and check.

- Focus pupils on Activity 13. Ask a pupil to read the instruction aloud. Check understanding. Pupils read the text and match who's speaking with one of the pictures, as in the example. They check in pairs. Play the CD. Pause after each teacher's section and elicit the letter and the name.

Key: 2 d, 3 c, 4 b

CD 1, 13

As in Pupil's Book

PB13. ACTIVITY 14. Sing the song.

- Play the CD again for pupils to join in with the song. They sing as a whole class first and then as the teachers (make four groups). They do an appropriate mime for each school subject as they sing.

CD 1, 13

As in Pupil's Book

CD 1, 14

Now sing the song again. (Karaoke version)

AB13. ACTIVITY 7. Look at the pictures. Read and correct.

- Tell pupils to open their Activity Book at page 13. Go through the example to check they know what to correct.
- Pupils work individually and correct each sentence. They check in pairs. Check with the class. Pupils write the correct sentences in their notebooks.

Key: 2 The man who's throwing a ball has got a little black dog. 3 The woman who teaches Music lives in a little house. 4 The man who's got a moustache rides his bike to school. 5 The woman who likes books gets up at 7 o'clock.

AB13. ACTIVITY 8. Read and complete the table.

- Focus pupils on Activity 8 and check they know what to do. They work in pairs to read and complete the table. Check with the class by drawing the table (with gaps) on the board. Elicit the missing information.

Key:

Name	Description	Age	Subject	Hobby
Mr Brown	black beard	42	English	playing tennis
Miss Stone	long fair hair	30	Maths	horse riding
Mr Kelly	brown moustache	28	Sport	playing the guitar
Mrs Bird	grey curly hair	57	Music	reading

Extra activities: see page T109 (if time)

Optional activities

- Unit 1 Extension worksheet 1 from *Teacher's Resource Book 4* (pages 15 and 18).
- Unit 1 Song worksheet from *Teacher's Resource Book 4* (pages 15 and 20).
- Extra activity for Unit 1 Song and / or karaoke worksheet. See pages 28–33 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Pupils sing the song again.



11 Read and find.

- 1 They're the boys who are laughing. d
- 2 She's the girl who's drinking orange juice.
- 3 He's the boy who's wearing a red sweater.
- 4 They're the girls who are wearing pink dresses.
- 5 She's the girl who's skipping.
- 6 He's the boy who's throwing a ball.



12 Choose a child. Ask and answer.

Is it the boy who's reading a comic?

No, it isn't.

13 Read and say the letter. Listen and check.

1 - a

The classroom's where you learn,
 The classroom's where we teach,
 Lots of exciting things,
 To do in our school week ...

- 1 I teach Sport,
 It's quick, not slow,
 Run, jump and skip,
 Go, go, go!
- 2 I teach English,
 All I need,
 Are lots of words,
 And books to read.



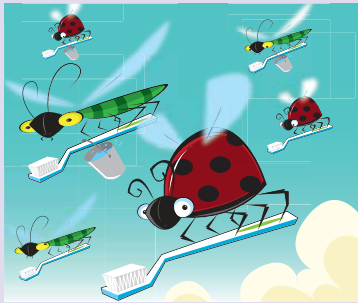
- 3 I teach Maths,
 It's easy to add,
 But if it's wrong,
 Don't be sad.
- 4 I teach Art,
 We can paint and draw,
 Careful with the paint,
 Don't drop it on the floor!

The classroom's where you learn,
 The classroom's where we teach,
 Lots of exciting things,
 To do in our school week ...

14 Sing the song.



15 **Stella's phonics**



Six busy insects.



A smiling crocodile.



It's easy to clean a smiling crocodile's teeth.



Sixteen teeth.

16 Make questions. Ask and answer.

Do you think Maths is exciting?

No, I don't.

Maths Art English difficult exciting easy

Find two people who ...		name 1	name 2
... think Maths is exciting	Do you think Maths is exciting?		
... think Art is easy	Do you think ?		
... think English is difficult	Do you ?		

OBJECTIVES: By the end of the lesson, pupils will have revised and contrasted the phonemes /ɪ/, /i:/ and /aɪ/. They will be able to recognise alternative spellings of these sounds.

● **TARGET LANGUAGE**

Key language: words with the phonemes /ɪ/, /i:/ and /aɪ/ (e.g. *quick, easy, exciting*)

Revision: school subjects, adjectives, question forms, definitions with *who*

Warmer

- Write these words on the board: *be, my, sit, tree, easy, right, quick, time, bin*. Say *Think about the sound. Make three groups. Help by saying two of the words with the vowel sound /ɪ/, e.g. sit, bin*. Write these words in a group on one side. Elicit the other word with the same sound (*quick*). Elicit the other groups in the same way (*be, tree, easy* and *my, right, time*). Elicit the word *little* on the board.

PB14. ACTIVITY 15. Stella's phonics

- Tell pupils to open their Pupil's Book at page 14. Elicit what they can see in the pictures (insects, a crocodile who is smiling, teeth). Play the CD. Pupils listen and repeat. Play the CD again for pupils to repeat once more.

Note: Language learners often have difficulty hearing the difference between the short /ɪ/ and long /i:/ phonemes. In this lesson there are both regular and irregular spellings for the long /i:/ phoneme (e.g. *teeth* and *easy*).

CD 1, 15

STELLA: Hi, I'm Stella! Repeat after me!

/ɪ/, /ɪ/, insects

/aɪ/, /aɪ/, crocodile

/i:/, /i:/, teeth

Six busy insects.

Six busy insects.

A smiling crocodile.

A smiling crocodile.

Sixteen teeth.

Sixteen teeth.

It's easy to clean a smiling crocodile's teeth.

It's easy to clean a smiling crocodile's teeth.

PB14. ACTIVITY 16. Make questions. Ask and answer.

- Tell pupils today's communication activity is about school subjects. Focus them on the information on the page and elicit the questions for the second and third examples. Pupils copy the table into their notebooks and complete the second and third questions. Pupils each ask the three questions of two other pupils. They move around the classroom. Clap your hands. They make pairs and ask and answer. Repeat. Pupils report back to the class. Provide prompts on the board, e.g. (*Paula*) *thinks Maths is exciting, but she thinks English is difficult.*

AB14. ACTIVITY 9. Write. Listen, check and say.

- Tell pupils to open their Activity Book at page 14. Check pupils know the meaning of all the words in the box. Say the words at the top of each column, emphasising the vowel sounds. Pupils repeat. Draw attention to the example answer. Elicit an example for the other two columns if necessary. Pupils complete the table individually. Tell them to say the words aloud again to help. Give them time to think about the way the words sound.
- Play the CD for pupils to listen and check. Pupils compare answers in pairs. Check with the class. Play the CD again for pupils to listen and repeat.

Key:

sit	see	five
quick	easy	time
busy	teach	night
give	me	fly
think	key	buy
finish	need	smile

CD 1, 16

/ɪ/, quick, busy, give, think, finish

/i:/, easy, teach, me, key, need

/aɪ/ time, night, fly, buy, smile

AB14. ACTIVITY 10. Read and write the words.

- Focus pupils on Activity 10 and on the instruction. Go through the example. They work in pairs and discuss the answers. Pairs check with pairs. Check with the class.

Key: 2 doctor, 3 never, 4 dentist, 5 trees, 6 easy, 7 snail

AB14. ACTIVITY 11. Cross out the words from Activity 10.

- After pupils have completed Activity 10, tell them that the words for Activity 10 are in the grid in Activity 11. Focus pupils on the words in the grid. They cross out the words they wrote in Activity 10. They write a sentence with the other words. They work in pairs. Check with the class.

Key: Lenny likes his new teacher.

Joke box

- Focus pupils on the Joke box. Ask a pupil to read the joke to the class. They guess / find the answer. Explain the joke if necessary by explaining the different meanings of the word *problems*.

Extra activities: see page T109 (if time)

Ending the lesson

- Write the sentence *It's easy to clean a smiling crocodile's teeth* on the board. Say the sentence. Pupils repeat. Pupils practise saying the sentence as a tongue twister in pairs. Ask volunteers to say the tongue twister.